

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018			Place date stamp here. RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 25 PM 1:03 DOCUMENT CONTROL CENTER
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
North East ISD	015910			
Vendor ID #	ESC Region #			
1746015301	20			
Mailing address		City	State	ZIP Code
8961 Tesoro Drive		San Antonio	TX	78217
Primary Contact				
First name	M.I.	Last name	Title	
Daniel		Villarreal	Assoc. Supt. for Bus. Serv./CFO	
Telephone #	Email address		FAX #	
210-407-0495	dvilla2@neisd.net		210-804-7098	
Secondary Contact				
First name	M.I.	Last name	Title	
Johnny	R	Vahalik	Senior Director for CTE	
Telephone #	Email address		FAX #	
210-407-0362	jvalhal@neisd.net		210-805-1281	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Daniel	M.I. Last name Villarreal	Title Assoc. Supt. for Bus. Serv./CFO
Telephone # 210-407-0495	Email address dvilla2@neisd.net	FAX # 210-804-7098

Signature (blue ink preferred)

Date signed

10/25/17

Only the legally responsible party may sign this application.

701-17-103-086

Schedule #1—General Information

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

The Perkins Reserve grant will expand and improve North East ISD's current National Automotive Technicians Education Foundation (NATEF - Automobile) accredited program to include the Diesel Technology (NATEF - Medium/Heavy Truck Program) program of study under the Transportation, Distribution, and Logistics career cluster. The program prepares 9-12th grade students for high-skill, high-wage and high-demand occupations in the Alamo region (Program Purpose A). The grant funds will be used in the automotive program within the district's Career and Technical Center to purchase industry-specific tools and training equipment to help align to NATEF standards and seek the NATEF Medium/Heavy Truck accreditation in alignment with the St. Philip's College Diesel program.

The grant will strengthen our program by aligning secondary and postsecondary programs and establish strong and enduring relationships with business and industry partners (Program Purposes B and C). NEISD is partnering with St. Philip's College and Good Careers Academy (Goodwill) to offer this innovative college and certification-level program. Good Careers Academy will provide the adjunct instructor, and NEISD will provide the facility, classroom, and equipment. Our business and industry partners will contribute parts and vehicles so that students will access real-world equipment used in this industry. We have working partnerships with multiple businesses such as Santex and H-E-B that are interested in hiring our students. We have also worked with Alamo Toyota and other dealerships to change their internal hiring policies to hire 18 year-old high school students enrolled in the capstone practicum course. Additionally, NEISD students will receive the option of case management support services from Good Careers Academy after graduation. The services are designed to help support their transition to college and the workforce.

The grant will position NEISD to promote best practices and strategies to reach all students, including nontraditional students, and to increase the number of students who earn certifications at all high schools (Program Purposes D and E). The Automotive and Diesel Technology programs of study will be available to students at all comprehensive high schools in the district and offer equitable access for all high school students in NEISD. The Transportation, Distribution and Logistics career cluster will provide opportunities for: 1) college credit toward an associate degree at St. Philip's College, 2) level one certification and other certifications like ASE, and 3) work-based internship opportunities for students in the 12th grade.

The role of the program director includes working with students in this program to help them develop a four-year plan including rigorous courses in alignment with this program that include dual credit and Advanced Placement courses. Additionally, the director is integral to recruiting non-traditional students and ensuring that all qualifying students may access the program. Bus transportation is provided by the district to and from the high school campuses to the program's location in order to reduce any limiting factors facing students.

The grant will enhance our implementation of this career cluster that aligns with in-demand occupations (Program Purpose F). These programs of study and career cluster align to #22, "Automotive Service Technicians and Mechanics" (O*NET 49-3023.00), on the Texas Career Check "Top 25 occupations making above Texas median wage of \$34,550, ranked by highest projected number of jobs added due to growth for the period 2014 – 2024." This occupation also appears on the Texas Career Check Top 25 list for the Alamo region as item #25. The Texas Career Check Occupation

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Summary for Automotive Service Technicians and Mechanics includes a listing of several certifications, including "Medium/Heavy Truck Technician: Diesel Engines" that is a focus of the program's expansion.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015910 Amendment # (for amendments only):
 Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)
 Grant period: November 13, 2017, to August 31, 2018 Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$34,491
Schedule #9	Supplies and Materials (6300)	6300	\$8,596	\$	\$8,596	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$66,214	\$	\$66,214	\$
Grand total of budgeted costs (add all entries in each column):			\$74,810		\$74,810	\$34,491

Administrative Cost Calculation

Enter the total grant amount requested:	\$74,810
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	N/A
This is the maximum amount allowable for administrative costs, including indirect costs:	

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 015910			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 015910		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Adjunct Faculty/Teacher: Goodwill through Good Careers Academy pays the adjunct faculty who is the teacher of record within the district's automotive program and approved by St. Philip's College to teach dual credit courses.	\$	\$34,491
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$34,491
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$34,491

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015910

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$8,596	\$
Grand total:		\$8,596	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015910		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 015910			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Pit Jack	1	\$8,339	\$8,339	\$
20	Alignment System	1	\$45,047	\$45,047	\$
21	Vehicle Diagnostic Tool	1	\$12,828	\$12,828	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$66,214	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	146	63.2%	NEISD Avg 46.4%
Limited English proficient (LEP)	18	7.8%	NEISD Avg 4.6%
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.		%	
6-10 Years Exp.	1	25%	
11-20 Years Exp.	2	50%	
20+ Years Exp.	1	25%	
No degree		%	
Bachelor's Degree	2	50%	
Master's Degree	2	50%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										57	61	66	47	231

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	1	1	1	4

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Two processes within the district provided critical information about student and community needs related to Career and Technical Education: 1) the Transforming the Future Strategic Plan and 2) the 2015 Bond Program.

NEISD's Transforming the Future initiative was first launched in September 2013. The process involved community forums, focus groups, and an online survey to gather information from stakeholders about how to move instruction forward for our students in the next five years. Based on feedback from parents, students, community members, business and industry partners, and data (workforce and internal), we developed a district strategic plan that included program changes to CTE. As part of that plan, there were several goals and initiatives developed related to CTE. Specifically, stakeholders identified a need for real-world instruction and experiences for our students.

Launching from the Transforming the Future initiative, the district engaged its community again in 2014 to identify facility and operational needs to support the strategic plan. NEISD assessed all program needs through a very lengthy process in preparation for a 2015 bond initiative. The assessment involved holding community meetings, conducting business and industry presentations, offering online feedback surveys to stakeholders, and conducting many hours of planning committee meetings.

One initiative identified during the 2015 Bond Program was to expand the existing Automotive Technology Academy to serve more students, provide more programs, and allow equitable access by forming the Career and Technical Education Center. The Center will be developed over three phases. Approximately, \$14 million was allocated from the successful 2015 Bond Program to refurbish warehouse space in which to expand the CTE Center over the next four years. Phase 1 includes expanding the Transportation career cluster to include medium/heavy duty truck maintenance (Diesel). In planning this program, NEISD worked with a group of industry partners that included St. Philip's College, our district-level CTE Advisory Council, and other stakeholders. This group helped develop the details of what we needed to design the lab and curriculum. We toured programs at other school districts, looked at college-level models and researched the best practices for the program. We researched curriculum at the college level and partnered with the dean of the program at St. Philip's College to develop a four-year program that could lead students to a level one certificate. NATEF is an accreditation program that outlines the characteristics of a high-quality automotive program, and we referred to those standards in the plan to seek a second accreditation in addition to the automotive accreditation that we now offer. St. Philip's College helped us find an instructor, and Good Careers Academy of San Antonio, a TWC career school, partnered with us to hire the new Diesel teacher and provide graduating seniors with transition support services to college and the workforce. Our equipment list for the program was developed by industry partners, NATEF guidance and St. Philip's College instructors. We are adding specialized equipment to the program as funding is available. Our first group of students started Diesel I in August 2017. Once fully implemented, the program will have three levels of courses with a fourth year of the program connecting to a paid internship opportunity during the students' senior year.

This program will serve students from 9-12th grade in the following high schools: Roosevelt High School, Churchill High School, Lee High School, Madison High School, MacArthur High School, Johnson High School, International School of Americas, and Reagan High School. There are three shifts of two-hour courses daily. Students will be bused to and from their home high schools where they complete the other courses required for graduation. These students' certifications and dual credit courses will be attributed to the students' home high schools for accountability.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To offer dual credit, we must align our program to the curriculum at St. Philip's College. The college's curriculum requires that students complete a number of lab-based hours. These labs require specialized tools and equipment to meet the curriculum standards.	This grant will help supplement the ability for NEISD to strengthen the linkages between secondary to postsecondary connections through dual credit courses by funding equipment used by industry.
2.	To align with best practices and a framework as a high quality program, our program will become accredited through NATEF. NATEF is the gold standard accreditation that employers recognize as a program that provides high quality training for students. This will position our students as qualified to obtain internships and employment after graduation.	This grant will help supplement the ability for NEISD to provide a program that is aligned with industry standards and position our students to qualify for internships during their senior year and be employable after graduation in a high-demand field. This is achieved through partnerships with St. Philip's College and Goodwill.
3.	To offer ASE certifications and possible level one certifications to students, the curriculum, equipment and tools must be in place to meet the training – required for our students to receive these certifications.	This grant will help supplement the equipment and tools needed to provide industry certifications in a high-wage, high-skilled and high-demand occupation. Additionally, the curriculum has been aligned with St. Philip's College and NATEF standards.
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of CTE Center (NEISD)	Fourteen years of CTE experience, two years magnet director experience, five years administrative experience, Masters in Leadership Education, principal certification, MOA audit experience; Agriculture certification.
2.	Adjunct Faculty Teacher (St. Philip's paid by Goodwill)	St. Philip's College Instructor with multiple years of teaching and Industry experience.
3.	Goodwill Senior Director for Workforce Dev. (Goodwill)	Multiple years of experience in workforce development and transition programs to college, certifications, and workforce; Leads the Good Career Academy as a TWC Career School.
4.	Senior Director of Career and Technical Education (NEISD)	Fourteen years of CTE experience, eight years of teaching experience, six years of management experience and multiple years of workforce experience; Masters in Leadership Education, principal certification, MOA audit experience; Business and Special Education certifications

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	To expand the Diesel Technology Program of Study	1. Implement Diesel I – First Level	08/31/2017	06/30/2018
		2. Implement Diesel II – Second Level	08/31/2018	06/30/2019
		3. Implement Diesel Practicum I – Lab based	08/31/2019	06/30/2020
		4. Implement Diesel Practicum II - Internships	08/31/2020	06/30/2021
		5. Graduate support to transition to college or work	01/01/2021	06/30/2021
2.	To implement dual credit courses with St. Philip's College	1. Diesel I – First Level Dual Credit (6-8 Cr. Hrs.)	01/05/2018	06/30/2018
		2. Diesel II – Second Level Dual Credit (9-18 Cr. Hrs.)	08/31/2018	06/30/2019
		3. Diesel Practicum I – Dual Credit (9-18 Cr Hrs.)	08/31/2019	06/30/2020
		4. Diesel Practicum II – Dual Credit (6-12 Cr Hrs.)	08/31/2020	06/30/2021
3.	Ensure program is providing students with the latest technology, equipment and career information	1. Form an official advisory council for this program	01/01/2017	06/30/2018
		2. Order and install industry equipment and tools	12/1/2017	8/31/2018
		3. Establish an annual evaluation and action plan	08/31/2018	06/30/2019
		4. Build partnerships with business to support program	08/31/2019	06/30/2020
		5. Place students in internships	08/31/2020	06/30/2021
4.	To seek NATEF accreditation in Medium/Heavy Truck	1. Use NATEF framework to establish program needs	01/01/2017	06/30/2018
		2. Address needs and evidence needed	08/31/2018	06/30/2019
		3. Collecting evidence to establish accreditation	08/31/2019	06/30/2020
		4. Apply for accreditation	08/31/2020	06/30/2021
5.	To provide certifications	1. Safety training and other certs	08/31/2017	06/30/2019
		2. ASE Certification testing	08/31/2019	06/30/2020
		3. Level One Certificate	08/31/2020	06/30/2021

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The NEISD CTE department staff currently monitor goals and objectives through regular meetings with program directors to ensure that milestones are achieved. The CTE Advisory Council also plays an important role in guiding, strengthening and improving programs.

As part of any effective continuous improvement process, we will seek to include representation from all stakeholders in the evaluation process. The stakeholders will include: the adjunct instructor from St. Philip's College, the Good Careers Academy director, the CTE center director, campus principals, parents, students, business and industry partners, as well as the St. Philip's College dean or representatives. We intend to collect relevant data that may include: data on the students and current success rates by class period; perception data from all stakeholders; annual workforce data; and other relevant data. We intend to assess the program, identify modifications needed to meet set goals, develop a plan and implement that plan. We will follow this procedure annually.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

North East ISD built this program in collaboration with multiple investors and stakeholders. The investment of bond funds for the construction of the facility demonstrates the district's and taxpayer's commitment to this program. Likewise, the investment by stakeholders of their services, counsel and in-kind donations also demonstrates that the broader community values the program. Collectively, the investment by the district and stakeholders fuels the district's strategic goal of nurturing a program that provides equitable access to all students.

This investment will serve all campuses and is designed to adapt to student demand, future changes in education policy at the state and national level, and supported by workforce data, and business and industry supporters.

This grant will fund equipment and tools that will supplement a multi-stakeholder effort to build a quality program that is adaptable to the fluctuations of workforce supply and demand. We have one instructor in place, but have the means to expand to a second instructor based on supply and demand. The involvement and investment of multiple stakeholders ensures that an on-going commitment is in place for the project's success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Formative Evaluation- Expand Diesel Technology Program of Study	1.	Report the number of industry experiences, participation by type
		2.	Report the number of industry certifications students earned
		3.	Report the number of students earning one or more certification
2.	Outcome Evaluation/Objectives Based Evaluation- Provide Dual Credit Courses	1.	Report learning opportunities with partnering organizations and institutions
		2.	Report the number of strategic partnerships (postsecondary)
		3.	Report the number of average college credit hours earned per student
3.	Impact Evaluation- Program is Providing Students Technology, Equipment, Career Information	1.	Report the number of strategic partnerships (industry)
		2.	Report the number of students participating making graduation progress
		3.	Report the number of students employed from program/employment type
4.	Process Evaluation/Program Monitoring- Establish Program Needs for NATEF Accreditation	1.	Report the number of students earning industry certifications/licenses
		2.	Report the total number of industry certifications/licenses funded by grant
		3.	Report the number of students participating in NATEF certifications
5.	Summative Evaluation- Program has provided students with certification opportunities	1.	Report the number of industry certifications/licenses earned by students
		2.	Report the number of students earning one or more certifications/licenses
		3.	Report the number/type of certification opportunities of participants

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEISD and its stakeholders will collect qualitative and quantitative data as part of the data collection and evaluation processes. Documentation of student participants, student demographic information, certification documentation, and progress monitoring of program participation will be completed to evaluate each of the stated objectives, which include: to expand the diesel technology program of study; to implement dual credit courses with St. Philip's College; to ensure program is providing students with the latest technology, equipment and career information; to seek NATEF accreditation in medium/heavy truck; and lastly, to provide certifications. The district has established appropriate evaluation methods and processes that reflect the purpose and goal of each objective. Data collection efforts will be provided through the district's electronic student information system, systemic documentation of student participation and certifications earned, develop electronic forms in order to facilitate monitoring, outcomes, and impact of program objectives.

Other areas of evaluation will include, but not be limited to: student interest; student access to the program; student four-year planning; student perceptions; curriculum; instruction; facilities; equipment and tools; internship opportunities; impact on college and career readiness indicator from the accountability system; business and industry engagement, internships, and support; certifications obtainment; retention; financial support; teacher training needs; college curriculum requirements; industry skills attainment; transition rates; and student academic and program success. The collection of these data will come from various sources, including stakeholders. Additionally, these data will be collected through surveys, teacher evaluations, advisory council evaluations, business and industry data from Workforce Solutions Alamo, Good Careers Academy, TWC information, and the district's data processing systems. The Director for the CTE center will collect data and routinely present the information to stakeholders as an on-going effort to identify changes necessary to meet the program's target goals and objectives. Process evaluation and program monitoring will allow the district to tailor specific improvements developed by the inputs from the data collection efforts completed throughout the duration of the program. Complications with program delivery will be addressed through ongoing evaluation and program monitoring and developed action plans to address deficiencies and areas of improvement. Additionally, information gained from the program will help identify required improvements for program expansion and enhancement in future funding opportunities.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015910

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

NEISD CTE department staff regular review high demand occupations for the Alamo region in order to plan programs. Bus & Truck Mechanics & Diesel Engine Specialists are included on the Workforce Solutions Alamo Targeted List of Occupations, and we had used this data to identify the need to add Diesel Technology to our automotive program.

This program of study and career cluster aligns to #25 "Automotive Service Technicians and Mechanics" (O*NET 49-3023.00), on the Texas Career Check "Top 25 occupations making above Texas median wage of \$34,550, ranked by highest projected number of jobs added due to growth for the period 2014 – 2024" for the Alamo area. The Texas Career Check Occupation Summary for this area includes Medium/Heavy Truck training and certifications (Diesel).

As a result, there is an overlap of data regarding the high demand occupation needs of this program in the workforce area. NEISD has heard directly from employers such as HOLT CAT that are in frequent need of diesel and heavy equipment mechanics. Additionally, this program has post-secondary options for students who want to continue their education as they work in the industry.

The average annual wages are estimated at \$41,762. The skill set minimum is the ability to diagnose, adjust, and repair automotive vehicles. Employment is expected to increase by 18.59 percent between 2014-2024.

While data states that a high school diploma is needed, our discussions with industry partners reveal that skilled technicians must remain updated with changes in technology. That is a compelling reason to provide real-world equipment and tools in our classrooms. These items are very expensive for school districts, and we rely on donations and grants to fund them.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015910

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students' progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Our automotive program currently aligns with the St. Philip's College program and provides at least 16 hours of college credit. The Medium/Heavy Truck Diesel program has been added this school year, and agreements are in place to start dual credit courses in January 1, 2018 with students enrolling during the fall of 2017. This program's intent is to transition students into post-secondary education programs, along with entering the workforce upon graduation. One goal is to increase dual credit opportunities over the next four years for students to obtain a level one certificate in these programs.

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Associate of Applied Science Automotive Technology – St. Philip's College Automotive AAS

Year 1

Semester I

- AUMT 1305 - Introduction to Automotive Technology (Dual Credit offered in Automotive I at NEISD)
- AUMT 1307 - Electrical Systems (Dual Credit offered in Automotive I at NEISD)
- AUMT 1410 - Automotive Brakes (Dual Credit offered in Automotive II at NEISD)
- MATH 1333 - Contemporary Mathematics II (Math for Liberal Arts Majors II)

Semester II

- AUMT 1316 - Suspension and Steering (Dual Credit offered in Automotive II at NEISD)
- AUMT 1419 - Engine Repair
- AUMT 2421 - Automotive Electrical Diagnosis and Repair
- ENGL 1301 - Composition I

Semester III (Summer Semester)

- AUMT 1266 - Practicum I

Year 2

Semester IV

- AUMT 1345 - Automotive Climate Control Systems
- AUMT 2313 - Manual Drive Train and Axle
- AUMT 2317 - Engine Performance Analysis
- Select 1 course from the Language, Philosophy & Culture (40) Core OR Creative Arts (50) Core

Semester V

- AUMT 2434 - Engine Performance Analysis II
- AUMT 2337 - Automotive Electronics
- AUMT 2425 - Automotive Trans and Transaxle
- AUMT 2266 - Practicum II
- Select 1 course from the Social and Behavioral Sciences (80) Core

Associate of Applied Science – Diesel/Light to Heavy Truck AAS – St. Philip's College (Starting Implementation)

Year 1

Semester I

- DEMR 1405 - Basic Electrical Systems (Dual Credit offered in Diesel I at NEISD)
- DEMR 1406 - Diesel Engine (NEISD seeking Dual credit in 2018-19)
- DEMR 1330 - Steering and Suspension (NEISD seeking Dual credit in 2018-19)
- DEMR 1416 - Basic Hydraulics (NEISD seeking Dual credit in 2018-19)

Semester II

- DEMR 1417 - Basic Brake Systems (NEISD seeking Dual credit in 2019-20)
- DEMR 1421 - Power Train (NEISD seeking Dual credit in 2019-20)
- DEMR 1423 - Heating, Ventilation, and Air Conditioning (NEISD seeking Dual credit in 2019-20)
- PHYS 1305 - Introductory Physics I Lecture

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015910

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The following partnering organizations are supporting these programs:

- H-E-B – Transportation and Maintenance Division
- Santex Truck Center
- San Antonio Works
- Workforce Solutions Alamo
- St. Philip's College
- Good Careers Academy
- Alamo Toyota
- Toyota
- San Antonio Dealers Association
- CarPro
- Kahlig Group
- Discount Tire
- Hunter Engineering
- CTE District Advisory Council
- Holt Caterpillar

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

H-E-B's Transportation Division director and staff have worked with us for more than year to identify curriculum, facility needs and designs, tools, equipment, and essential parts and vehicle needs for the new Diesel program. They have been integral stakeholders and contributors to the project. They have offered internships to our students and have hired our students. The H-E-B stakeholders are very excited and invested in the success of the programs. This collaboration is also done with St. Philip's College to ensure that we are aligned with the industry at the secondary and post-secondary level.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015910

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The program is built to serve all high schools in a large school district. Students complete courses at their home high school campus and are bused to and from the Career and Technical Education Center for two-hour courses. This ensures that all high school students in NEISD have equitable access to a high-quality CTE program. This model has been in place since the 2006-2007 school year and is fully supported by our Board of Trustees.

Additionally, there is an investment of business and industry partners that ties the program to the district strategic plan. The goals of the grant coincide with the area workforce and district-aligned goals determined for these programs of study under the Transportation Career Cluster. Our new staffing model with St. Philip's College and Goodwill allows us to involve adjunct instructors who can be added to the program as supply increases. NEISD is held accountable by the taxpayers for the bond funds that were invested to create the facility for these programs. The substantial investment by the school district to create these facilities was made to align with workforce needs and goals. The district also ensured that we are addressing the needs of our community and industry. NEISD has worked to align the best practices promoted at the state and national level related to CTE and workforce development.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015910

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Certifications Identified are:

- Mechanical Safety
- SP/D Safety and Pollution
- Ali Certified
- All DATA Certification
- Gates Certification
- OSHA 10 Hour Career Safe
- Hunter Wheel Alignment

Capstone Certifications:

- Level One Certification Automotive Technician
- Level One Certification – Diesel Technician
- ASE Automotive Series
 - ASE Brakes
 - ASE Suspension and Steering
- ASE Medium/Heavy Truck Seri
 - ASE Brakes
 - ASE Suspension and Steering

Programs of Study:

- Automotive Technician
- Diesel Technician (Medium/Heavy Trucks)

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015910

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The Perkins Reserve grant will supplement the district's automotive program by providing modern technology and equipment. The additional technology and equipment will help us align our program with industry expectations and needs, along with the St. Philip's College curriculum. This path will put us in a position to become NATEF accredited in Diesel Technology (NATEF-Medium/Heavy Truck Program). Our program is already NATEF-Automobile accredited.

The grant will give students access to equipment used in the field as well as introduce them to technology that is commonly used in the industry. This equipment will also provide the ability for instructors to help students obtain certifications.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015910			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015910

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015910

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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